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ABSTRACT

The introductory social studies survey course required for grades 7 through 9, part of the Quinmester Program, attempts to help the student develop a cognitive structure in the social sciences generally and in each of seven disciplines. Emphasis is placed on basic skills the social scientist uses to study man and his problems. "Launch Pad" is a beginning step toward developing reasoning in decision makers living in a world of rapid and continual change. Using an interdisciplinary approach, the student will investigate man's effort to understand his environment. A period of forty-five days is set aside for this course. The guide is arranged into a broad goals section, a course content outline section, an objectives and learning section, and a materials section. The material section includes a list of student and class materials of books and films, and teacher reference materials. Additional features include a list of references for the teacher providing surveys of each discipline as well as teaching suggestions. Also provided is a list of culminating activities. An appendix defines the seven disciplines presenting concepts and concept-derived generalizations. Related documents are SO 002 708 through SO 002 718. (Author/SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

Social Studies: LAUNCH PAD: AN INTRODUCTION TO THE SOCIAL STUDIES
6470.13
6412.11

DIVISION OF INSTRUCTION • 1971

SOCIAL STUDIES

LAUNCH PAD: AN INTRODUCTION TO THE SOCIAL STUDIES

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Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textural or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to: Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: A SURVEY OF THE FIELD OF SOCIAL STUDIES INCLUDING AN ANALYSIS OF THE DIFFERENT BRANCHES OF SOCIAL SCIENCE: GEOGRAPHY, ANTHROPOLOGY, SOCIOLOGY, PSYCHOLOGY, HISTORY, ECONOMICS, AND POLITICAL SCIENCE. EMPHASIS IS PLACED ON THE BASIC SKILLS OF THE SOCIAL SCIENTIST: COLLECTING AND ANALYZING DATA, USING MAPS, GRAPHS, FORMING HYPOTHESES, AND DEVELOPING REASONED GENERALIZATIONS. THE COURSE IS DESIGNED TO AID THE STUDENT IN SELECTING AND SUCCESSFULLY APPLYING SOCIAL STUDIES SKILLS IN HIS FUTURE SOCIAL STUDIES COURSES.

CLUSTER: General Social Studies
GRADE LEVEL: 7-9
COURSE STATUS: Required
INDICATORS OF SUCCESS: None

COURSE RATIONALE: Our youth are growing up in a world characterized by rapid and continual change. The social studies curriculum is designed to enable the student to understand both himself and his environment better. Through the seven disciplines selected for consideration in this course the students will investigate man's efforts to understand and control both himself and his environment. They should gain some knowledge concerning the seven disciplines and a comprehension of the interrelatedness of the social sciences. They should be able to use their experiences in this course to guide them in making future course selections from the social studies curriculum.

The most vital aspect of this course is training students to begin to use the processes social scientists utilize in studying man and his problems. When social scientists sense a problem they try to identify it, hypothesize, gather and interpret data, test the hypotheses, modify original beliefs and begin again. We live in a world where these must be the skills not only of the social scientists, but of all our citizens. Thus, "Launch Pad" is a beginning step toward developing the citizen who is skilled in identifying social problems, gathering and evaluating data, and making rational inferences to the end of being more reasoned decision makers.

ACKNOWLEDGEMENTS

The following teachers assisted in the development of this course of study:

Grace Abrams	Ida Fisher Junior High
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Robert Franz	Carol City Junior High
David Goodman	John F. Kennedy Junior High
John Moore	Miami Palmetto Senior High
Mark Greene	Booker T. Washington Junior High

Special thanks are extended to John Moore for his work in actually putting the course together.

Note: This course of study should be considered a "rough draft." The writers had no precedents to follow and few materials to rely on. Suggestions for revision will be welcomed; please send them to the social studies office.

COURSE GOALS:

1. THE STUDENT WILL DESCRIBE SOCIAL STUDIES AND DIFFERENTIATE AMONG THE SOCIAL SCIENCE DISCIPLINES.

2. THE STUDENT WILL DESCRIBE ACTIVITIES IN WHICH A SOCIAL SCIENTIST MIGHT ENGAGE.

3. THE STUDENT WILL EXPLAIN SELECTED SOCIAL SCIENCE CONCEPTS AND GENERALIZATIONS THAT CONTRIBUTE TO MAN'S UNDERSTANDING OF HIMSELF.

4. THE STUDENT WILL LIST AND DEMONSTRATE SELECTED SOCIAL STUDIES PROBLEM SOLVING TECHNIQUES.

5. THE STUDENT WILL APPLY SOCIAL SCIENCE RESEARCH TOOLS TO GATHER AND INTERPRET DATA RELEVANT TO A GIVEN SOCIAL STUDIES PROBLEM.

6. THE STUDENT WILL PREDICT HOW SPECIALISTS FROM EACH DISCIPLINE COULD CONTRIBUTE TO SOLVING A GIVEN SOCIAL PROBLEM.

COURSE CONTENT OUTLINE:

I. What is Social Science?

A. Definition
B. Relationship to Social Studies
C. Rationale for studying social science
D. Goals to be reached by studying "Launch Pad" - introduction to the social sciences

II. The social science disciplines and their concerns

A. Anthropology

1. Culture
2. Survival activities
3. Organization of societies
4. Community structure
5. Families
6. Cultural change
7. Traits of civilization
8. Traits of man

B. Economics

1. Economic systems
2. Specialization
3. The market
4. Resources for production
5. Economic values

C. Geography

1. Culture areas
2. Landforms
3. Water sources
4. Climates
5. Population
6. Living patterns
7. The globe
8. Maps

D. History

1. Past events
2. Development of institutions
3. Development and influence of ideas
4. Explanation of current affairs
5. Development of regions
6. Time periods

E. Political Science

1. Levels of government
2. Task of government
3. Governmental proceeses
4. Governmental services
5. Political systems

F. Psychology

1. Individual differences
2. Use of senses
3. Learning
4. Perception
5. Personality needs
6. Mental processes
7. Roles of the individual

G. Sociology

1. Institutions
2. Value systems
3. Social control
4. Interaction of individuals and societies
5. Minorities
6. Groups

H. Other disciplines related to the social sciences

1. Law
2. Penology

COURSE CONTENT OUTLINE (cont)

I. Interrelationships among social sciences

1. Common problems
2. Common processes

III. Social Science Concepts

A. Define concept
B. Identify selected concepts of each social science
C. Clarify the concepts
D. Attributes of the concepts

IV. Social Science Generalizations

A. Introduce a generalization

1. Define generalization
2. Concepts as components of generalizations

B. Clarify the generalization

1. Identify concepts
2. Define concepts
3. Validate generalization with evidence

C. Recognition of a generalization
D. Formulation of generalization
E. Usefulness of generalizations

V. Identifying and learning how to use the methods and tools of the social scientist

A. Critical thinking

1. Identify the problem
2. Formulate a hypothesis

a. Ask analytical questions
b. State a hypothesis
c. Recognize the logical implications and underlying assumptions of the hypothesis

3. Gather data (research-see tools of the social scientist below)

a. Select relevant data
b. Evaluate sources of data
c. Interpret data
d. Conclude on basis of gathered data

4. Evaluate the original hypothesis
5. Modify the original hypothesis if necessary
6. State generalizations

B. Tools and techniques

1. Interviews
2. Surveys, questionaires
3. Sampling
4. Primary sources: letters, documents, newspapers, artifacts
5. Charts and graphs
6. Computers
7. Statistics
8. Secondary sources: professional journals, books, etc.
9. Field studies
10. Maps, globes
11. Case studies

C. Discussion techniques

VI. Contributions of social sciences

A. Importance to the individual
B. Importance to society as a whole
C. Importance to the student

GOAL: THE STUDENT WILL DESCRIBE SOCIAL STUDIES AND DIFFERENTIATE AMONG THE SOCIAL SCIENCE DISCIPLINES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE SOCIAL STUDIES ARE RELEVANT TO TODAY'S PROBLEMS.	A. The student will define social studies	1. Introduce the terms "social science" and "social studies." a. Provide (or elicit from the class) suitable definitions (e.g., Objective and systematic study of man's behavior in any and all of its complex forms.) b. Explain why objective and systematic study (i.e., research) is necessary if man is to understand his behavior and solve his social problems. (1) Define systematic. Have the students suggest advantages of systematic research. (2) Define objective. Have the students suggest advantages of objective research methods. (Evaluate the students early on their ability to distinguish between objective and subjective. They should be clear on this before proceeding very far in their investigation of the social sciences.) 2. Discuss the reasons for specialization in the social sciences (e.g., complexity of problems, range of problems, time needed to investigate problems, etc.) Teacher source: Helpful information on the historical development of specialization in the social sciences can be obtained from: Hoeslitz, B. F., ed. A READER'S GUIDE TO THE SOCIAL SCIENCES. 3. Discuss the distinction between the "social sciences" and the "social studies". a. Explain the "survey" function of social studies courses (i.e., investigate the findings of the social scientists.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. Emphasize the "training role" of social studies courses (i.e., learning about and developing competency with the tools and techniques used by social scientists.) Teacher source: For alternative definitions and purposes of social studies consult SOCIAL EDUCATION, "Defining the Social Studies: An Exploration of Three Traditions", Volume 34, Number 7, November 1970.
	B. The student will describe selected social science disciplines.	1. Describe the range of separate disciplines (include such fields as law, penology and education as well as the seven to be treated by this course.) Identify (drawing from existing student knowledge as much as possible) the basic concerns of each discipline. (See appendix for definitions.) 2. Introduce the seven disciplines to be investigated during this course (anthropology, economics, geography, history, political science, psychology, and sociology). (a) Arrive at a working definition for each discipline (i.e., a definition that may be modified as the course progresses, but one that allows the student to distinguish between the disciplines during the initial stages of the course). (b) Establish the relevancy of each discipline by discussing some of the contributions each discipline is making toward understanding and/or solving modern problems.
	C. The student will give examples to show how the social sciences are interrelated.	1. Discuss a few problems that are investigated by a variety of social science disciplines (e.g., The causes and effects of pollution, urban problems, transportation problems).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Discuss the occasional attempts to combine the findings and procedures of the separate disciplines into one organized structure (e.g., sociology in its early development).
		3. Review the complexity and range of problems with which man must deal. Have the students suggest reasons why one social science discipline cannot cope with all of them.
	D. The student will identify the course goals.	1. Identify the goals the students are expected to achieve as a result of their experiences in this course.
		a. County-wide goals (General areas of knowledge and ability all Dade County Public School pupils will share as a result of this course).
		(1) Knowledge of accepted concepts and generalizations from the social sciences. (2) Knowledge of the range of tools used by social scientists to gather and interpret information. (3) Knowledge of the activities in which social scientists engage. (4) Knowledge of the uses and contributions of social science. (5) Ability to use basic social science tools. (6) Ability to formulate testable hypotheses. (7) Ability to apply critical thinking skills. (Goals selected to meet individual needs of your class.)
		b. Course goals (in front of this course of study)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Note to the teacher: While it is hoped that this guide will simplify the awesome task of dealing with such a vital course, the writer is aware of the difficulty of trying to teach social science skills and the content of seven disciplines in 45 days. You may require additional direction before and during the course. Listed below are references that provide good surveys of each discipline as well as additional teaching suggestions. They constitute a recommended reading list and reference shelf: Bloom, Hastings, and Madaus, Handbook on Formative and Summative Evaluation of Student Learning *Broek, Geography, Its Scope and Spirit *Commager, The Nature and Study of History Fenton, The New Social Studies Martin and Miller, Economics and Its Significance *Pelto, The Study of Anthropology *Rose, Sociology: The Study of Man in Society *Sorauf, Political Science: An Informal Overview *Vernon, The Nature and Scope of Psychology * Part of the Merrill Social Science Seminar Series 2. Explain the course procedures to the students. For example, tell them that the first area of study will deal with how social scientists (and social studies students) work to solve a problem.

GOAL: THE STUDENT WILL DESCRIBE ACTIVITIES IN WHICH A SOCIAL SCIENTIST MIGHT ENGAGE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
A SOCIAL SCIENTIST ENGAGES IN MANY KINDS OF ACTIVITIES. Note: Refer to appendix for sample concepts and generalizations.	The student will describe the activities of various social scientists.	1. Have the students view films and filmstrips depicting specialists from each discipline "at work". Have the students describe what they see the social scientists doing. 2. Have the students "brainstorm" lists of things that would interest specialists from each discipline (e.g., for an anthropologist: customs, traditions, physical traits of people, religious beliefs, material possessions). Have each student think about the list for each discipline and write a paper explaining why, in his opinion, each specialist studies the things listed in order to learn about man. (Note: Avoid attempting all seven disciplines in the same class session.) 3. Assign readings in the state adopted textbook, USING THE SOCIAL STUDIES, to familiarize students with the various disciplines. A work sheet could be used to accompany the readings. This book does not treat the area of psychology. Teacher will have to provide input to cover this. 4. Divide the class into small groups, each group representing a social studies area to do any or several of the following: a. Groups could prepare reports to include: (1) Important concepts of the discipline (2) Major activities (3) Tools b. Each group put on a short skit illustrating the work of the particular social scientist. c. Have each group make models or murals showing different social scientists at work (using their tools).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		d. Groups could try to arrange for an appropriate social scientist to visit the class and talk about his work, or they could interview him outside of class and report back. 5. Divide the class into small groups and give each group a different social science generalization. Have the students Suggest ways the evidence necessary to validate the generalization could be gathered. (Validate, as used here, refers to an effort to determine if the relationship claimed by the generalization actually exists.) 6. Have the students survey career monographs to determine what sort of information distributing activities social scientists commonly engage in. (e.g., writing, teaching, lecturing, consulting.) Suggested career references: Angel, Careers in the Social Sciences U. S. Department of Labor, Employment Outlook for Social Scientists

NOTE: Since "LAUNCH PAD" is an introduction to the social studies, it is appropriate to spend some time aiding the students in developing a cognitive structure for the social sciences in general and the disciplines individually. This requires that the instructor select a group of concepts and generalizations that will represent mimimum acceptable level of knowledge for the students and will serve as the framework around which each student will begin to construct his own cognitive structure - a structure that he can employ to understand new and increasingly complex data by fitting it into his structure of existing ideas (i.e., concepts and generalizations).

Teaching Suggestion: Select the concepts and generalization you wish to teach before the course begins. (See appendix for suggestions.) Many additional concepts, perhaps some generalizations will be uncovered by the students. Useful ones can be added to your list at that time. Beginning with a preselected mimimum aids you in structuring your course and in planning your evaluation of student learning on the comprehension level.

The teacher may choose to deal with course goals 3 and 4 together, taking concepts as they apply to the various disciplines.

Useful teacher reference: Michaelis, Social Studies for Children in a Democracy.

GOAL: THE STUDENT WILL EXPLAIN SELECTED SOCIAL SCIENCE CONCEPTS AND GENERALIZATIONS THAT CONTRIBUTE TO MAN'S UNDERSTANDING OF HIMSELF.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
CONCEPTUALIZING	A. The student will recognize and give examples of social science concepts.	1. Concept Introduction: a. Select a concept to be learned by the students b. Use the word for the concept (e.g., role, goods and services) in a sentence before defining or explaining the concept. (e.g., "I get paid for my services as a teacher and I use the money to buy the goods my family needs".) c. Ask students to explain the concept or define it. Teachers should explain it only if students cannot answer or give incomplete answer. d. Have the students suggest examples from their own experience (actual or vicarious) to further clarify the concept. (e.g., "I am wearing the goods my mother bought me".) 2. Concept Focus: a. Define the term concept for the students (e.g., a generalized idea usually expressed as a noun or phrase). b. Have the students "brainstorm" a list of concepts (e.g., division of labor, population, generation, authority, custom, role attitudes). The teacher can translate the students' suggestions into acceptable language (e.g., The way people feel about things=attitudes.) Any concepts you wish the students to consider that are left off the list can be added at the end of the "brainstorm" session. c. Discuss the concepts briefly to clarify those that a significant portion of the class does not comprehend. d. Have the students relate the concepts listed to the social science disciplines to which they are most appropriate. (This can be done in large groups, small groups, or individually. Consider having the students divide a sheet of paper into seven columns - one for each discipline - and list the appropriate concepts under each.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		e. Seek generalizations for each group of concepts. (1) Put one of the concept groups on the board (e.g., sociology, role, status, values, norms, rights and responsibilities, social control, expectations). (2) Ask students if they see any relationship between any of the concepts listed. If necessary more specific questions can be used to focus student attention on useful generalizations (e.g., "What relationship does the concept 'role' have with the concept 'rights and responsibilities'"?) 3. Concept Clarification: a. Have the students identify (from textual sources, class discussions, etc.) a given number of concepts from any given disciplines.) b. In small groups (3-7 students) have them clarify the meaning of each concept by discussion and giving examples. c. Have each student suggest as many ways as he can in which the given concepts relate to his life (e.g., for 'roles': "I am a son, student, brother, boyfriend, boy scout, etc.") 4. Concept Attainment: a. Select the concept(s) to be taught and identify the following components for each: (1) The name of the concept (e.g., productive land, time, service). (2) The important attributes of the concept (e.g., for "land": a natural resource, used in production). (3) Examples of the concepts that have the important attributes (e.g., for productive land: Florida orange groves, Alabama cotton farms, West Virginia coal mines). (4) Non-examples of the concept (e.g., for productive land: a swamp, a lawn, a mountain).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. Present the concept to the students along with the examples and non-examples. Have them identify which are examples of the concept. c. Discuss what attributes the examples of the concept have that make them suitable as examples. What do the non-examples lack that disqualifies them? Note: Students may find it easier to perceive attributes if they are presented with a picture or photograph that contains the attributes of the concept (e.g., show photographs of farms, groves and mines so they can identify the attributes of productive land. A picture of non-productive land, a swamp or lawn, can also help.) d. Have the students provide and/or identify new examples of the concept that have the important attributes. 5. Concept hunt: a. Define and provide examples of the term "concept". b. Have the students suggest further examples of concepts to be sure they understand what concepts are. c. Identify textual or reference reading from which the students can locate concepts relevant to each social science discipline. d. Have the students collect from these readings a list of concepts for each social science discipline. e. Discuss the concept clusters the students come up with in small groups. This will aid in clarifying the nature of each discipline as well as broadening the students' conceptual understanding.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		f. Once concepts are clustered by disciplines you have the raw material for student inquiry into the generalizations used by each discipline (or inter-disciplinary.) Generalizations can then be achieved through induction from concept clusters and/or research in textual and reference readings.
GENERALIZATIONS	B. Recognize and give examples of social science generalizations	1. <u>To demonstrate a generalization:</u> a. State a generalization to the class drawn from their readings, class discussions, etc. b. Identify and explain the component concepts. (You can judge the difficulty they will have with the generalization by their ability to clarify the concepts involved. If concepts are grasped quickly the chances are good they will also generalize quickly. If they conceptualize slowly, await generalization patiently.) c. Demonstrate the relationship between the concept components by examples (cases). Sources other than verbalization by the teacher include films, readings, role playing demonstrations, field trips, and discussions.) d. Have the students demonstrate the generalization by proposing (or finding via research) their own examples of the generalization. 2. <u>Generalization clarification:</u> a. Have the students identify a generalization from any given discipline(s). b. Have students list all the concepts they must understand in order to understand the generalization. (e.g., Generalization:"Societies need a system of social control in order to survive." = concepts: Society, systems, social control, survival.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		c. Have the students cite evidence to support the validity of the generalization. (e.g., All countries have laws. Miami has a police department. The Constitution of the United States set up a system of courts. Revolutions have happened in some countries where there was not effective social control.) The students may locate evidence by reading in textual materials, through class discussion or library research).
		3. <u>Perceiving generalizations:</u>
		a. Show the students a film in which material suitable for forming generalizations is presented. (See film list in materials section of this guide.)
		b. Ask the students to make comparisons between what was seen in the film and his own experience. (e.g., From a film on customs of marriage and bringing up children in an African culture ask the students to identify ways in which marriage and family raising in the filmed culture are similar to those in America.)
		c. The similarities the students identify in comparing the content of the film to their own experience may be treated as generalizations. Have the students engage in further activities (brainstorming, library research, small group discussion, debates, etc). To explore the limits of the generalizations (i.e., in how wide a range of situations it describes real relationships). (e.g., The father is the head of the house in both the filmed African culture and the average American family. The students test the limits of the generalization - "Families are usually headed by the father." by seeing how families in other cultures are headed.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		d. Have the students express conclusions about the usefulness of the generalizations dealt with based on the results of their investigations. The generalization "Most families are headed by the father" will prove to be a useful one because it describes a relationship that exists in most societies and aids in understanding how families operate. 4. <u>Formulating generalizations:</u> a. Select pairs of concepts that the class clearly understands. b. Place the paired concepts on the board. (e.g., wants and political systems, governments and laws, societies and social order, learning and concentration, social problems and the past.) c. Have the students suggest, in a large group, small group, or individually, as many relationships between the concepts as they can think of. d. Have the class think about the relationships perceived by class members, and then discuss which ones seem to be useful generalizations.
SOCIAL SCIENTISTS JUDGE THE VALUE OF CONCEPTS AND GENERALIZATIONS BY THEIR USEFULNESS IN UNDERSTANDING THINGS	C. Recognize the usefulness of given concepts and generalizations	1. <u>Concept or Generalization Usefulness.</u> a. Have the students identify a concept or generalization. b. Ask some student(s) to explain what it means and/or give examples. c. Have the class suggest (perhaps via "brainstorming") reasons why the concept or generalization is useful. (e.g., for "roles" = "It's easier to understand what your rights and responsibilities are in different situations if you understand your roles.")

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

Note: Concepts and generalizations for which neither students nor teacher can find a use should be deleted from the course. A 45 day course has no time for ideas that are not immediately useful in thinking or understanding.

Suggested sources for information on teaching social science concepts and generalizations:

Bailey and Rice, Development of a Sequential Curriculum in Anthropology for Grades 1-7
English, Greater Cleveland Social Science Program
Gabler, A Handbook for Geography Teachers
Lord, Teaching History with Community Resources
Michaelis, The Social Sciences: Foundations of the Social Studies, Social Studies for Children in a Democracy
Morrissett, Concepts and Structure in the New Social Science Curricula
Muessig, Social Science Seminar Series (Merrill, Inc.)
Raths, Teaching for Thinking
West, Project Social Studies
Wisconsin State Department of Public Instruction, A Conceptual Framework, Social Studies

Note: Complete bibliographic data and further sources are listed in the materials section of this guide.

Student sources: Students can locate concepts and generalizations in almost any text or reference book in the area of social science. The following might prove exceptionally useful:

King, Rudman and Epperly, Using the Social Studies (easy reading

GOAL: THE STUDENT WILL LIST AND DEMONSTRATE SELECTED SOCIAL STUDIES PROBLEM SOLVING TECHNIQUES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
SOCIAL SCIENTISTS USE HYPOTHESES TO HELP THEM SOLVE PROBLEMS.	A. Determine what questions need to be answered to solve a given problem	1. Discuss hypotheses. Cover the following points: purpose, tentative nature, role as a "guide" to research, how to make the "educated" testable guess. 2. Give the students a problem (e.g., pollution). a. Have the students make a list of questions that would need to be answered in order to solve the problem. (e.g., How does pollution happen? How much pollution do we have now? What kinds of pollution are there?) b. Define these types of questions as "analytical" questions and have the students suggest reasons why they are used by social scientists. (Place emphasis on the function of analytical questions (i.e., to clarify the problem).
	B. Propose a hypothesis to solve a given problem	1. Give the students a problem and hypotheses of possible solutions. Have the students discuss why each hypothesis is a "possibility". Note: Desired conclusion is that there is more than one way to "skin a cat". 2. Give the students a problem. Discuss it to clarify the central issues. Have each student propose a hypothesis of a solution to the problem. Have the students compare their hypotheses to see how many different solutions were proposed. Have them discuss what a variety of proposed solutions indicates about the nature of social science research. 3. Have the students formulate hypotheses to solve a given problem. Have them rank the hypotheses from "easiest to test" to "hardest to test". Discuss how "testing" is important to social scientists.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
SOCIAL SCIENTISTS TRY TO RECOGNIZE THE ASSUMPTIONS UNDERLYING THEIR HYPOTHESES	C. Recognize assumptions underlying a given hypothesis	1. Discuss "underlying assumptions". Point out that our beliefs and attitudes often cause us to accept things as "true" without any proof. Have the students suggest reasons why a social scientist wouldn't want his hypothesis to be based on his unproven beliefs and attitudes. 2. Give the students a series of position statements about a given problem or situation. Have them suggest what assumptions might underlie each position. (e.g., "We could lower taxes if the people on welfare would get a job" = Assumption: Lazy people on welfare, jobs available.) 3. Give the students a hypothesis of a solution to a given social problem. Have the students suggest what assumptions might underlie the hypothesis.
SOCIAL SCIENTISTS TRY TO IDENTIFY THE LOGICAL IMPLICATIONS OF THEIR HYPOTHESES	D. Recognize the logical implication(s) of given hypotheses	1. Discuss "logical implications" and have the students suggest reasons why social scientists would want to know the logical implications of their hypotheses. 2. Give the students a hypothesis. Ask them if the hypothesis is true, what else (logical implications) might also be true.
SOCIAL SCIENTISTS HAVE TO GATHER DATA TO TEST THEIR HYPOTHESES	E. For a given hypothesis suggest what data is needed for testing and how it might be gathered	1. Discuss the "testing of hypotheses". Identify different data gathering techniques. Have the students suggest ways to distinguish between necessary and unnecessary data. 2. Give small groups a problem and have them formulate a hypothesis about it. Then have them suggest what data they would need to test the hypothesis. For each type of data identified have them specify how they would obtain it. (Some students may engage in library research or experiments to "test" for the data they believe they need.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Have the students conduct a library research project to gather data relevant to test a hypothesis they have proposed to solve a given problem.
WHEN SOCIAL SCIENTISTS HAVE GATHERED DATA THEY MUST ANALYZE AND EVALUATE IT BEFORE THEY KNOW IF AND HOW IT CAN AID IN SOLVING A GIVEN PROBLEM.	F. Given a list of data and a problem: Identify biased data. Identify unverifiable data. Identify incidental data	1. Discuss the concept "bias". Have the students identify examples of biased information. Give them a list of data from which they will differentiate between biased and unbiased data. 2. Have the student write an essay in which he tells why he believes biased data is harmful to social science research. 3. Discuss the value of verifying data and how it can be done. Give the students a list of data. Have them indicate which they feel is verifiable and which is not. For data they identify as verifiable have them state how they would go about verifying it. 4. Discuss the difference between essential and incidental data. From a list of given data have the students identify data essential to solving a given problem. Have them write a paper explaining why it is essential. 5. Give the student a problem and a list of data. a. For each data item the student will classify it as biased or factual, verifiable or unverifiable, essential or incidental. Each data item therefore receives three ratings.) b. After rating all data the student will prepare a list of all data that is useful in solving the problem (i.e., factual, essential, verifiable.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Have the students practice inductive reasoning to determine frame of reference. Give them a biased article. Have them read and discuss it, then make inferences about the author's frame of reference. (A good source of material is to select articles on the same topic from different newspapers.)
	G. Given data and a generalization, support, reject or modify the generalization with evidence.	1. Discuss "generalizing". Have the students suggest reasons for seeking useful generalizations. Review generalizations already learned by the class. (See Appendix)
		2. Have students role play situations in which generalizations are made. Have some student(s) record all the generalizations used. Then have the class discuss how they could determine if the generalizations were warranted. Discuss the use of data to support or reject a generalization. (Conduct a small group activity: Have each small group select the generalizations they will use and write up a "skit" in which, through role-playing, they will express them. As each group performs, the others listen for the generalizations and proceed according to the directions above.
		3. Give the students a generalization. Have them suggest what data would be needed to verify it.
		4. Give the students three generalizations and a list of data for each. The list for the first generalization should have a mixture of supporting and irrelevant data, the second a mixture of rejecting and irrelevant data, the third a majority of supporting data and small amounts of both rejecting and irrelevant data. Then have the students:
		a. Identify the data from all lists as supporting, rejecting or irrelevant.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. Classify the first and second generalizations as either supported or rejected. c. In large group discussion consider the effect of the data on the third generalization. Have them "weigh" the effect of the rejecting data in light of the preponderance of supporting data and suggest what they would do about it (e.g., accept the generalization, reject it, reword it to fit the data, add a qualifying statement, check the validity of the data).
WHEN SOCIAL SCIENTISTS HAVE GATHERED, ANALYZED, AND EVALUATED DATA THEY USE IT TO DRAW CONCLUSIONS ABOUT THEIR HYPOTHESES.	H. Given a problem, a hypothesis, and relevant data evaluate the hypothesis in light of the data	1. Discuss the alternatives in evaluating a hypothesis. Clarify each of the following: a. Accepting a hypothesis b. Rejecting a hypothesis c. Modifying a hypothesis (for further testing) d. Rejecting or accepting the logical implications of a hypothesis e. Restating a hypothesis (to fit the data) f. Generalizing 2. Give the students a list of data and a number of hypotheses. For each hypothesis the students will do one of the following: a. Accept the hypothesis and (1) Identify the logical implications and accept or reject them. (2) Identify any generalizations warranted by proving the hypothesis. b. Reject the hypothesis and (1) Modify the hypothesis to allow for further testing. (2) Explain why it was rejected

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		SUGGESTED TEACHER REFERENCES: Fenton, Teaching the New Social Studies in Secondary Schools Glasser, Schools without Failure Postman, Teaching as a Subversive Activity Rogers, Freedom to Learn

GOAL: THE STUDENT WILL APPLY SOCIAL SCIENCE SKILLS AND TOOLS TO GATHER AND INTERPRET DATA RELEVANT TO A GIVEN SOCIAL STUDIES PROBLEM.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
SOCIAL SCIENCE SKILLS NOTE: The teacher will have to select a few of these "in-depth" activities. It may be done according to feasibility and student interest.	A. The student will use social science tools to investigate selected activities of social scientists: An anthropologist	1. To illustrate anthropological means of collecting data, have the students role play a field study of a selected group, (e.g., Seminoles, Polynesians, urban dwellers). Suggested procedure: a. Have the students (perhaps in small groups) select a society or culture to study. b. Identify and assign appropriate roles (e.g., ethnologists, linguists, archeologists, Seminole chief, native family members). c. Give the students a "situation" and have them "act out" the behavior they believe is appropriate for the role they are playing. d. As a culminating activity have the students who role played anthropologists give a report to the class on their findings about the group studied. Note: Role playing is easiest to initiate by reading a problem-story to create an illusion of reality. The problem-story is unfinished. It ends with a dilemma which leaves several alternative courses of action for the characters. The students, role playing the characters, act out the finish of the story as they think it should or would happen.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Organize an observation field trip to a Seminole village. The students will role play anthropologists. Have them a. Do preliminary research on the Seminoles (This might include inviting a Seminole chief to speak to the class about his culture.) b. Gather data by direct observation of and conversation with the villagers. c. Upon return to school organize the data collected into a series of statements about: (1) Similarities in life-styles between the Seminoles and members of the class. (2) Dissimilarities in life-style of the two groups. A field study (as described above) can be conducted with any distinct group, even the students own sub-culture. If field trips are not feasible for your class, you can simulate the field study by using films (especially travelog type). See the material section of this guide for film suggestions and sources. 3. Have the students simulate the activities of an anthropologist using physical data gathering tools and devices. a. Arrange a field trip to a beach or vacant lot. b. Before the trip bury a variety of "artifacts" in a number of sites. Use both durable and fragile "artifacts" (taking careful note of where you buried them). A team of students could do this. c. Have the students identify and gather appropriate tools for a "dig" (e.g., shovels, hoes, toothbrushes, penknives).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		d. Divide the class into small groups. Give each group an area of the site (approx. 100 sq. ft.) in which to dig. (Be sure you have buried artifacts in each area.) e. Each group is to locate and excavate the artifact(s) without damaging or removing it. (Have the students record the position of the artifact by using a camera or making sketches.) f. Have the students write reports describing the "dig" and the artifacts found in it. g. Have the group prepare a map of the entire site that indicates where each of the artifacts were found. Student reference source: The magazine Current Anthropology is useful for tips on "dig" procedures as well as general information in the area of anthropology.
	An economist	4. In small groups have the students role play "The President's Economic Advisory Council". Describe their task as being to describe the economic status of the nation to the "President" and to make recommendations on where government economic activity should be increased, where decreased, where left as is. Have the students conduct library research to gather data on which to base their analysis and recommendations. The following data would be useful: a. Present gross national product b. Cost of living index c. Income distribution figures d. Unemployment rate e. Interest rates f. Distribution of government income (e.g., defense spending, welfare costs, education, medical research).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Suggested student sources for above activity: Economic Report of the President issued annually and available from the United States Government Printing Office, Washington D. C. 20402 The Wall Street Journal The Annual Report of the Council of Economic Advisors from United States Government Printing Office Statistical Abstract of the United States from the Bureau of the Census from the United States Government Printing Office
	A geographer	5. As an introduction to geographic activities, have the students make a map of the school and surrounding neighborhood.
		6. Have the students investigate a variety of different types of maps (e.g., physical terrain, climate, population) and suggest how geographers could have gone about a. Getting the information to put on the maps b. Making the map itself
		7. Have the students make a rain gauge, demonstrate how it works, and explain what activities and records would be necessary to a. Determine the average rainfall for their neighborhood (by months) b. Compare the average yearly rainfall in their neighborhood with that of Tallahassee, Florida.
		8. Have the students identify and use appropriate reference sources to determine the average yearly rainfall for Dade County. Then, have them write an essay hypothesizing what would happen if Dade County's average yearly rainfall were reduced by 50%.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		9. Show the students a series of photographs of different types of land (physical terrain). Have them suggest how the land in each photograph could be used for the benefit of man. 10. Have the students write essays (or discuss, or debate) on the effect of water (e.g., the ocean, the bay, the river) on the development of South Florida. They might predict the consequences of loss or modification of our water resources (e.g., filling in the bay, polluting the river, salt water intrusion into the Aquifer). Suggested student reference: Map Skills for Today's Geography (American Education Publications)
	An historian	11. Introduce and discuss the term "artifacts". Show the class artifacts (borrowed from museums or historians, on films, in photographs, etc.) Have them: a. Suggest ways a historian could have located the artifacts b. Suggest what each artifact "tells" about the people (or person) that produced it. 12. Have the students identify items in and around the classroom that, if preserved to A.D. 2250, would be considered artifacts. Have them: a. Suggest how a future historian might go about locating the "artifacts" they identify b. Have students write essays (some might be read to the class) in which they pretend they are historians from A.D. 2250 describing what schools in South Florida in the 1970 s must have been like.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		13. Introduce the term "primary source." Have the students survey the library and make a list of the primary source materials available to a historian. (e.g., diaries, copies of documents, letters).
		14. Have the students suggest ways they could gather the information necessary to write a history of their school. (Some students may wish to write such a history as an independent study project.)
	A political scientist	15. Have the students write to selected government officials (local, state, federal) to request data about the duties and routines of their job.
		16. Have the students locate a copy of the "Metro" Charter and describe how they could use it to gain data on the operation of the county government.
		17. Have the students prepare a questionnaire that could be employed to learn the opinion of lawmakers (state legislators, members of Congress, etc.) on a selected issue or proposed law. Suggested student reference: <u>Metropolitan Dade County Charter</u>
	A psychologist	18. To simulate the activities of a psychologist, have the students observe the activity in the halls at the "change of class" time. Have them: a. Take notes and prepare a report describing the behavior(s) observed.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. Infer motives for the behaviors observed c. Suggest ways to determine if the inferred motives are correct d. Suggest ways the inferred motives might be changed. (Some students might design an experiment to test some of the suggestions.)
		19. Have the students locate and use a biographical dictionary to find examples of a single outstanding ability (e.g., music, math, painting) possessed and demonstrated by several members of the same family. Discuss why this might have happened.
		20. Have the students collect newspaper, radio, magazine and T.V. accounts of strange or unusual behavior, peculiar accomplishments, or odd hobbies. Have them suggest what the evidence gathered tells them about man.
		21. Have the students observe someone (e.g., a fellow student) trying to solve a difficult puzzle (e.g., Chinese block puzzle.) Have them observe and record his behavior (e.g., signs of frustration, confidence, fatigue, irritability.) Suggested reference: Branca, Psychology, The Science of Behavior
	A sociologist	22. Introduce the concept role in the context of sociology. Have each student identify some of the roles he plays (e.g., brother, students, son, friend) and describe the responsibilities each role entails.
		23. Have the students devise and administer questionnaires to determine what the role expectations are for the roles of:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. Father (e.g., earn money, discipline, household repairs) b. Teacher c. Principal d. Policeman e. Student (The questionnaires should be administered to people who fill the role to which the questions relate.) 24. Have the students observe and record social interaction. Have them pick some public place where some kind of repeated interaction is going on (e.g., a ticket window, cashier's register in a cafeteria, gas station, school entrance.) Have them a. Write a report on the observation that includes (1) Where observation occurred (2) Whom observed (e.g., children, students, teachers,) (3) When observation occurred (4) Length of observation (5) The interactions observed (6) Interpretation of the interaction 25. Have the students conduct interviews to gather data on the opinions of various people on selected issued. Have the students formulate the questions they will ask (consider a mixture of open and closed end questions) in advance and practice asking them with each other before gathering opinions from outside the class group.
	B. The student will, given appropriate data, construct a graph, a table, a time-line	1. Discuss the various types of charts and the uses of each. Have the students locate examples in text and reference books.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Have the students collect data and construct a graph or table to organize and clarify the data. (Consider using data generated by other activities.) 3. Have each student prepare a graph and/or table and a list of questions he believes can be answered by reading the graph and/or table. Have students exchange graphs, tables and questions. Each student tries to answer the questions of his classmate by using the graphs and/or tables provided. 4. Discuss time relationships a. Chronological order b. Exact time (July 19, 1944) c. Approximate time (the 1970's, the 13th century) Have the students list the birth dates of their family members in chronological order by exact dates and then express them as approximate times. 5. Discuss (to clarify) "time" terms (e.g., decade, century, generation, period, era). (Sample discussion question: "How long is a generation?" Answers may vary from Margaret Mead's concept of 5 years between generations based on rate of change in group memberships to Wesley and Adams concept of 3 generations to a century. This may be computed as follows: Each student subtracts his father's birth year from his own. The results for all class members are averaged to get the length of a generation.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. The student will construct a map.	1. Have the students construct a landscape map of the school grounds. The map should include a legend that explains the relationship between symbols on the map and features of the area mapped. 2. Give the student an aerial photograph (which can be ordered from the government or found in texts and reference books.) Have the students construct a map based on the photograph. (Require a legend for the interpretation of the map.) 3. Have the students role play city-planners. Give them street mapsof a metropolitan area and the task of finding suitable locations for a large park, a cross-town expressway, a new airport, a trailer park, and two schools. Have them construct a map of the metropolitan area that includes the changes they would make. (Students might work on this in small groups and compare their resulting maps, perhaps as a contest.) 4. Give the students a map that shows only the outline of some geographic area (e.g., Dade County, California, Spain). Have the students use appropriate reference books to locate information with which they can fill-in the map. (e.g., physical terrain, population distribution, climate, railroads.) 5. Have the students construct a map with a map legend that uses all of the following to represent information: a. Lines b. Patterns c. Colors d. Special symbols (O=city) 6. Have the student draw a scale map of his neighborhood. Then have him a. Describe the measuring techniques he used b. Describe how he scaled the map c. Display the map in the classroom

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		7. Have the students discuss different ways scale might be represented on a map (e.g., graphic scale, statement, representative fraction.) After clarification by discussion have them make a legend for a given map that expresses the scale in each of the ways discussed. 8. Discuss longitude and latitude. Give the students coordinates and have them locate the correct spot on maps and globes. 9. Discuss "other" grid systems (e.g., the "atlas" grids used on road maps. (N & S = numerals, E & W = letters; principal meridian and base lines of surveyors) 10. Discuss the concept "relative location." Have the students construct a map (perhaps of the classroom) in which items are related by distance and direction. Suggested Teacher reference: The 24th and 33rd Yearbooks of the National Council of Social Studies 11. Give the students an aerial photograph and a landscape map of the photographed area. Have them compare the two and locate the same features on each. 12. Give the students a map and have them identify each of the features symbolized by the map legend. 13. Have the students role play military strategists. They can use maps to play "war games" adjusting their "strategy" to the conditions depicted on the maps. 14. Given maps with the appropriate data symbolized, have the students make inferences about the relationship between

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. Rainfall and temperature b. Railroad distribution and physical terrain c. Population and rainfall d. Climate and vegetation e. Location of cities and location of bodies of water Note: A class set of an atlas would be useful through-out the course. The following inexpensive atlas is recommended: New World Atlas published by Hammond/Scholastic
	D. Create a cartoon expressing a viewpoint on a current social controversy	1. Discuss the purposes of cartoons (humor, convey information, social and political criticism). 2. Have the students collect (from newspapers, magazines, etc.) cartoons that offer some sort of criticism. Have them discuss the meaning of each cartoon. Have them suggest which social science discipline(s) would deal with the subject criticised in the cartoon (and why). 3. Have the students "brainstorm" to create a list of social problems: a. Discuss each problem briefly to clarify the main issues b. Have each student select a problem and create a cartoon that expresses his viewpoint about some aspect of the problem. (Students who cannot be convinced that artistic talent is not "vital" to the task might collect a notebook of cartoons on the problem in place of creating their own. Suggested Teacher References: Darling, As Ding Saw Hoover — Miami Herald Shaw, A Cartoon History of Roosevelt — Miami News

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	E. Apply standard questioning and sampling techniques	1. Have the students select a problem (e.g., pollution, poverty, inflation) and prepare a series of questions about the causes, effects, and "future" of the problem: (e.g., When did pollution of the Miami River begin? What effect does the current pollution of the river have on us? What do you think can or will be done about it?) Have each student use the questions to interview two people outside the class. Have the students combine the results of all the interviews into a presentation (using graphic aids) on the public's opinion on the problem selected. 2. Have the students construct two questionnaires on a selected problem. One should contain only open-ended questions (e.g., "What do you think about inflation?") The other should consist only of closed-end questions (e.g., "When do you think the inflation will end?") Have the students administer the questionnaires and make inferences about the differences in types of information obtained. 3. Have the students construct and administer an "achievement" test. Have them discuss what the results "tell" them. Have them identify possible sources of bias in their test. 4. The teacher might prepare a sampling example within the school. Students could "sample" a certain number of students from each homeroom on a given issue related to school and attempt to make generalizations from the results. The key understanding should be that if everyone in the total population had an equal opportunity to be in the chosen sample, then the sample groups opinion should be representative of the total larger group. If possible, students could represent the results on a chart or a graph. Have students suggest reasons why their conclusions might be wrong. Have them suggest ways they could validate their conclusions. Discuss the advantages and disadvantages of using sampling as a problem solving technique.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
SOCIAL SCIENTISTS OFTEN WORK IN WELL ORGANIZED GROUPS TO SHARE INFORMATION AND OPINIONS	F. Participate in a formally organized group activity	1. Discuss the purpose of parliamentary rules, debates, and panel discussions. Have the students suggest ways social scientists might use these procedures to facilitate problem solving. 2. Discuss the responsibility of a panel moderator (e.g., recognizing speakers, summarizing positions). 3. Divide the class into small groups and have each select a topic for panel discussion. After research time to gather data have each group discuss the topic (with one student acting as moderator). After each exercise have the students write a paragraph describing in what ways the panel discussion made them more knowledgeable about the topic. 4. Have a debate on a topic selected by the students. (Initial debates will work best if you select students who are able to independently research and apply debate procedures).
SOCIAL SCIENTISTS OFTEN TRY TO CONVINCE OTHERS TO BELIEVE AS THEY BELIEVE BY USING PERSUASION AND LOGICAL ARGUMENT.	G. Identify behaviors useful in modifying group opinion	1. Discuss "informal" group procedures (e.g., persuasion, "steering" a discussion, logical argument, timing of comments). Stress the importance of discussion skills in the classroom and beyond. Teacher reference: Oliver and Newman, Taking a Stand (AEP). Useful for ideas on informal group procedures. (Case Studies) 2. Divide the class into small groups and have each select a topic to discuss. Allow each student time to arrive at a position. a. Each student will prepare a list of the points (logical arguments) he feels best clarify and support his position.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. The group will conduct a panel discussion or debate during which each student may attempt to sway others to accept his position (or be swayed if a better position is offered). c. After the group activity have each student write an essay evaluating his effectiveness based on (1) Timing of his comments (2) Logic of his arguments (3) Persuasiveness 3. Have the students role play a group of social scientists in a panel discussion. Each "social scientist" attempts to convince the group that "his" discipline is the one best suited to study and solve a given problem.
	H. The student will locate and use relevant resource materials: reference books, periodicals.	1. Have the students locate and demonstrate the use of a. Who's Who in America b. Dictionary of American Biography c. Historical Statistics of the United States of America d. Dictionary of American History e. Sources of Information in the Social Sciences 2. Have the students use the card catalog to compile a list of non-fiction works by or about social scientists. (Some students may read and report on selections that interest them.) 3. Give the class copies of (or excerpts from) The Congressional Record. Have them suggest ways it could be used as a source of information. 4. Have the students survey the library for social science magazines. Have them write brief papers describing the purpose and range of content of each magazine.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Have the students use The Social Science and Humanities Index to compile a list of magazine articles on a selected social science problem. 6. Provide the students with a copy of primary source material (e.g., a letter, excerpt from a diary). Have them make inferences from the material (e.g., "What does this letter, written in 1845, tell us about the times in which it was written?) 7. Have the students collect newspaper clippings on a given political issue. Have them prepare a list of statements about the issue based on the contents of the clippings collected. Have them suggest ways the validity of the statements could be tested.

GOAL: THE STUDENT WILL EXPLAIN HOW SPECIALISTS FROM EACH DISCIPLINE COULD CONTRIBUTE TO SOLVING A GIVEN SOCIAL PROBLEM.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
SOCIAL SCIENTISTS FROM DIFFERENT DISCIPLINES OFTEN WORK TOGETHER TO SOLVE COMPLEX PROBLEMS	A. Suggest ways each discipline could be applied in studying a given problem.	1. Discuss the interrelationships and common purposes of social science disciplines. (Some of the "Introductory Activities", described earlier in this guide, might be repeated here). 2. Have the students debate (or discuss or write about) this statement: "Social scientists will be able to find universal principles of human behavior." 3. Divide the class into small groups (ideally, 7 per group for this activity). Have each student role play a specialist in a given discipline. Have them discuss a given problem, each student trying to bring out ways "his" discipline could aid the group effort to understand and solve the problem. (e.g., city decay, pollution, racial conflict). 4. Have the class select and discuss (for clarification of main issues) some current problem. Place seven columns on the blackboard - one for each discipline. Have the group "brainstorm" to fill in ways each discipline might contribute to understanding and/or solving the problem. Then have each student select one of the disciplines and conduct a library research project to locate data (from their discipline) applicable to understanding and/or solving the problem. (The results of the library research can be presented in writing, small group discussion, panel discussions, or large group discussions).
	B. The student will evaluate the importance of social studies.	5. Have the students research the role of the President of the United States and cite ways in which he needs assistance from social scientists. (Have them identify which disciplines give assistance and provide examples of specific instances). Have them react to this question (via essay, discussion, debate, etc.) "Should the President of the United States be a social scientist?"

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Have the students identify ways in which the "average" citizen can be assisted by social scientists (have them cite instances). Have them react to this question: "Should every citizen receive training in the social sciences?" 7. Have students write a paragraph on the importance of social studies in the world arena. (Or hold a class discussion on same.)

CULMINATING ACTIVITIES:

Termination of the course can be accomplished in a variety of ways. Several activities, and or all of which can be employed at the end of the quinmester, are suggested below:

1. Achievement tests: Measure student progress through a variety of objective test items. Standard multiple choice, short answer, matching type items can be employed for lower thinking levels (i.e., knowledge, comprehension). The higher levels of thinking can be measured by interpretation of test questions. The student is given novel material upon which he can apply processes that hypothetically, were learned during the course to achieve a reasonable interpretation of the new material.

2. Essay tests: Specific knowledge can be measured by specific essay questions. (e.g., Compare and contrast the usefulness of economics to the President of the United States and to the "average" citizen.) A more general question challenges the student to apply whatever he knows to the problem of answering the question. (e.g.,"Every man should be a social scientist!" Defend or disagree with this statement. Present evidence to support your position).

3. Review of objectives: Review the objectives of the course with the students. Have each analyze his own accomplishments in light of the objectives (via discussions, essays, interviews, etc.)

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4. Discussion: What is Social Science? Have an open discussion on the nature and purposes of the social sciences. (It can be used as a test review). Solicit as much information from the students as possible with general, open-ended questions.

5. Letter writing: To encourage students to organize their information have them write letters to their parents in which they describe the nature, purpose, and range of social sciences. Have them indicate what role they think the social sciences will play in their lives.

6. Quin selections: Have the students review the social studies offerings available to them in future quinmesters. Discuss the nature of these courses, how they fit in with what was learned during "Launch Pad", and the possible uses of these courses in furthering their education. They might make tentative course selections for the remaining quinmesters. Guidance counselors may be invited to participate in this activity.

MATERIALS:

I. RECOMMENDED BASIC TEXT:

King, Rudman, and Epperly, Using the Social Studies. River Forest, Illinois: Laidlaw Brothers, 1970.

Note: This text is written at a 5th grade reading level. It is the preferred text for "Launch Pad" for two reasons:

(1) The coverage of appropriate material is superior to any other book reviewed.
(2) The easy readability of the text will minimize the reading problem likely to be encountered with more difficult materials. Since the students have only 45 days to master the objectives of the course, it will be helpful to them to simplify their task by using a text that is easy to read.

II. Alternate student and class materials:

A. Textual

Anthropology in Today's World.	Columbus, Ohio: American Education Publications, 1967
Physical Geography.	Columbus, Ohio: American Education Publications, 1969
Today's Economics.	Columbus, Ohio: American Education Publications, 1968
Taking a Stand,	Columbus, Ohio, American Education Publications, 1967
Current Anthropology	(magazine)
Wall Street Journal	
Metropolitan Dade County Charter	
New World Atlas.	Hammond - Scholastic
Miami Herald or Miami News	

B. AUDIO-VISUAL (films):

Dade County Public Schools Media Center

AMERICAN INDIANS OF TODAY	16'	1-12638
ARCHAEOLOGISTS AT WORK	14'	1-11036
CITY, THE: AS MAN'S HOME	28'	1-31225
CLIMATES OF NORTH AMERICA, THE: FROM THE NORTH POLE TO THE TROPIC OF CANCER	17'	1-11015
CUSTOMS OF THE ESKIMO	10'	1-05079
FOOD AND PEOPLE: AN INTRODUCTION TO THE WORLD'S FOOD PROBLEMS	25'	1-30055
GEOGRAPHY OF THE UNITED STATES: AN INTRODUCTION	14'	1-12660
GEOGRAPHY OF YOUR COMMUNITY	10'	1-04563
GLOBAL CONCEPTS IN MAPS	10'	1-04565
HISTORY AND CULTURE (Part 1)	28'	1-31073
HISTORY AND CULTURE (Part 11)	28'	1-31075
LAND FORMS AND HUMAN USE	11'	1-02034
LANGUAGE OF MAPS, THE	11'	1-04576
MAP SKILLS: USING DIFFERENT MAPS TOGETHER	11'	1-04587
MAPS AND THEIR USES	10'	1-04589
MAPS FOR A CHANGING WORLD	11'	1-04577
MAPS OF OUR LOCALITY	11'	1-04585
MAPS OF OUR SCHOOL	8'	1-04586
RED BALOON, THE	35'	1-40015
WHY COMMUNITIES TRADE GOODS	10'	1-04391

III. SUPPLEMENTAL STUDENT RESOURCES:

Arnof, Dorothy. A Sense of the Past. New York: The Macmillan Company, 1962

Boorstin, Daniel. An American Primer. Chicago: University of Chicago Press, 1966

Do You Know Your Economic ABC's? Washington D.C.: United States Department of Commerce, 1966

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APPENDIX:

ANTHROPOLOGY - The study of the development, beliefs, customs, and races of man.

Concepts - Culture, values, society, technology, change, tradition, community social organization, nuclear family, civilization.

Generalizations - The differences between groups of people are cultural, not biological.
A society's system of institutions and the artifacts it produces constitute its culture. The culture of modern societies has developed out of cultures of earlier societies. Families around the world have common needs but vary in how they meet those needs. The food-gathering activities of a people are closely related to their level of technology.

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ECONOMICS - The study of the systems man employs to produce, distribute, and consume the goods and services used to meet his needs and satisfy his wants.

Concepts - Division of labor, goods and services, money, consumer, producer, interdependence, resource, credit, scarcity, supply and demand.

Generalizations- Division of labor improves production and leads to interdependence among individuals, communities, and societies.
Man has an unending conflict between his wants and the limited supply of natural and human resources.
Man constantly tries to close the gap between the availability of resources and human wants.
Specialization (geographical, technological, occupational) is a result of the desire to improve production.
The use of money speeds up the exchange of goods and services.

GEOGRAPHY - The study of how man uses the resources in his environment and the relationship between man and his environment.

Concepts - Region, map, location, distribution, the life layer, population, change, climate, urbanization, resources.

Generalization- The location of a community and its ability to produce are the key factors in its interaction with other communities.
Change occurs constantly on the planet's surface.
Regions are defined in terms of arbitrarily selected common features. The boundaries of the regions change when different criteria are used.
Life on the earth is influenced by the relationship between the earth and the sun.
Population is unevenly distributed on the earth's surface.

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HISTORY - The study of the development of man and his institutions over long periods of time.

Concepts - Time, generation, period, era, theme, event, primary source, medieval, A.D., interpretation.

Generalizations- Interdependence has increased rapidly in the last century.
Time and location form a framework for relating events.
Change occurs constantly but at an uneven rate.
Events have multiple causes and effects.
People tend to interpret and judge the past in terms of their own times.

POLITICAL SCIENCE- The study of man's efforts to establish and maintain systems to carry on public affairs.

Concepts - Power, authority, demands, law, rules, sovereignty, regime, service, process, system.

Generalizations- Political systems satisfy some of the wants of the people.
Governments have the power to enforce laws.
Every society creates laws and provides penalties for those who break them.
The authority to govern in a democracy comes from the people.
The rights of each person are limited by the rights of other people.

PSYCHOLOGY - The study of the individual man, his behavior, and the forces which modify it.

Concepts - Learning, remembering, attitudes, perception, needs, senses, habits, thinking, fear, leadership.

Generalizations- Individual differences exist among all people.
Individuals take different roles in different situations and groups.
Concentration and effort can improve learning and memory.
Perceptions vary among people and are modified by past experience.
Group action can satisfy both group and individual needs.

SOCIOLOGY - The study of the relationships between people and man's behavior in groups.

Concepts - Norms, values, status, social control, society, groups, society, institutions, rewards, role.

Generalizations- The work of societies is accomplished through group activity.
An individual has many different roles.
All societies need a system of social control in order to continue to function.
The values and norms of a society shape the societies institutions.
The basic social institution in all societies is the family.

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Additional concepts and generalizations can be located in textbooks dealing with the various social science disciplines and in the "Handbook" in Using the Social Studies by King, et. al.